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ABSTRACT

Attitudes of career elementary school teachers concerning satisfaction with their current positions and the fulfillment of their career needs are examined in this study of 178 graduate education students. The measurement instrument for the study included a) a request for personal information, employment data, and career aspirations; b) 100 items measuring satisfaction with current teaching position; and c) 100 corresponding items to determine the felt needs of teachers with regard to their careers. The latter 200 items yielded 25 satisfaction scales and 25 matching need scales. Responses of the study population indicate that career teachers are less than satisfied with their current positions on most of the scales tested. The study findings suggest that schools of education should a) question whether their programs are having the desired effect in school systems; b) develop conditions that facilitate completion of post graduate studies and encourage commitment to the teaching profession; c) find ways to attract more males to advanced study in curriculum areas; and d) develop instructional programs that encourage creativity in the classroom. Implications for school systems are that evaluation programs should give more priority to teacher satisfaction and a more flexible use of staff would attract talented teachers to part-time service. Comparisons are made of subgroups with regard to age, sex, marital status, and level of education. The report includes three tables and a bibliography. (HMD)

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A CAREER DEVELOPMENT STUDY OF ELEMENTARY SCHOOL TEACHERS

By Sheila Mary Fitzgerald

THE PROBLEM

This study arose out of a concern for the increasing pressures upon elementary school teachers, pressures to expand curriculum offerings, to individualize instruction, to use and manage a wider range of curriculum materials, to interact with an increasing number of adults who are interested or involved in the schools. Creative teachers need encouragement and time to keep up with professional reading as well as opportunities to develop imaginative teaching strategies. A lack of professional opportunities damages the professional pride of the talented, conscientious career teacher (Trump and Baynham, 1963).

Career teachers follow a number of avenues for growth in professional knowledge, skills and attitudes. Hicks and Blackington identify ten characteristics, singly or in combination, by which the career classroom teacher can be identified:

1. He remains in teaching over a long period of time.
2. He shows evidence of a desire for professional growth by participation in local school-system workshops and curriculum-committee endeavors.
3. He seeks advanced professional growth by pursuing graduate study in his field.
4. He keeps abreast of research and new directions in his area by individual study and by professional reading.

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5. He holds membership in and makes a contribution to the efforts of educational organizations.

6. He spends some of his vacations in travel which will enrich his classroom instruction.

7. He becomes an effective member of his community.

8. He contributes some of his time to teacher education by directing the work of student teachers.

9. He is in the forefront among those teachers who are willing to experiment with new techniques of instruction.

10. He assists students in co-curriculum and extra-curricular activities. (Hicks and Blackington, 1965, p. 323)

Since the early studies of worker morale in the 1920's, attention has been given to the effect of morale on productivity. In more recent years there is recognition that society wants to satisfy the worker's personal needs apart from the effect his morale may have on his productivity when satisfaction does not interfere with the accomplishment of the task. The sincere efforts to upgrade the school experience for children, which are expended by public school officials and the teachers themselves, may be negated if concern is not shown for the prime facilitator of the children's learning experiences, the teacher.

PURPOSES FOR THE STUDY

The purpose of this study was to survey elementary school teachers' attitudes about their satisfactions and needs in their careers. Knowledge of teacher perceptions of the task of teaching was viewed by the researcher to be a neglected but vital dimension for evaluation of school programs. It

was also determined to be a factor which has been given minimal attention in the development of graduate teacher education programs.

This study focused on one of the characteristics of a career teacher identified by Hicks and Blackington: "seeking advanced professional growth by pursuing graduate study in his field." All of the questionnaire respondents in this study had this characteristic in common; they were the total population of students who were admitted to a Master of Arts degree program in Elementary Education at the University of Minnesota. They had completed at least one graduate course between January 1967 and December 1970.

The study planned to examine the attitudes of career elementary school teachers toward their satisfactions in their present teaching job and their career needs expressed through their expectations in an ideal teaching position. In addition to the responses of the total group, certain subgroups comparisons were desired:

1. The comparison of graduate student who had not finished their Master of Arts Degree programs (respondents in this study) and those who had earned their degrees (replication of demographic data from the Harste study, 1971).

2. The comparison of students who intended to complete the degree program and those who did not.

3. The comparison of male graduate students and female graduate students in respect to career and academic goals.

4. The comparison of single women and married women in respect to career and academic goals.

5. The comparison of three age categories of study participants in respect to career and academic goals.

THEORETICAL BACKGROUND

Graduate education in all fields has increased in the number of colleges offering study programs beyond the B.A. degree and in the number of students being served. In 1970, the ratio of graduate to undergraduate students was 12.4 percent compared to 10.1 percent in 1951-52. Graduate study in the field of education contributed the largest share of that increase. In one growth tabulation for advanced degrees in all fields of study, the period 1960-64 showed a 52 percent increase in enrollment figures and the period 1964-69 showed a 58 percent increase. Education showed a +35 percent difference between those two periods of time with the second ranked increase in the health professions which had an 11 percent increased difference between the 1960-64 and 1964-69 periods of time (American Council on Education, 1971).

Evaluation of the effectiveness of graduate level study in teacher education can follow a number of approaches, none of which has had sufficient research: program evaluation which measures number and range of course offerings, qualifications of college teaching staff, adequacy of facilities, etc., such as the certification visitations conducted by the North Central Association and the National Council for Accreditation of Teacher Education; evaluation by enrollment statistics or number of graduate degrees granted, a method which says little about quality; evaluation of subsequent teaching performance in relation to stated behavioral objectives of the program, a viewpoint which assumes that change is immediately observable and measurable. Perhaps before any adequate measure of the effectiveness of graduate study programs in teacher

education can be made, more information about the personal qualities of the participants, the teachers, is needed.

Interest in the problems of vocational fulfillment have been increasing throughout this century. In 1909, Parsons, the director of the vocational guidance center, proposed a model for understanding vocational behavior that involved study of self, study of the requirements of occupations and "true reasoning," i.e., the matching of aspects of the employment to the needs of the individual. In the 1920's, vocational counselors classified occupations by intelligence levels. In the late 1930's, increasing attention was given to the psychological functions of aptitude tests. The foundational study for a developmental perspective on vocations was presented in Occupational Choice, an Approach to a General Theory in 1951. Eli Ginzberg and a team of researchers including a psychiatrist, a sociologist, an economist and a psychologist drew upon case histories for support of their view that occupational choice is in reality a series of choices, decisions made over a period of time, building one decision upon another (Bailey, 1968).

Donald E. Super's work in the field drew upon the framework of a developmental process offered by Ginzberg, but in contrast to Ginzberg, Super viewed earlier choices in terms of self concept, man's perception of himself. For over two decades, Super and his associates have studied specific aspects of career development in an attempt to support a comprehensive theory of career development.

Super used five life stages for vocational decision making based upon those delineated by Charlotte Beuhler in 1933: Growth Stage, (conception to age 14), Exploratory Stage (15-25), Establishment Stage (25-44),

Maintenance Stage (45-65), Decline (65 on) (Super, 1975a). Stage and sub-stage age groupings proved useful benchmarks for organizing research in the occupation of teaching, a career choice which cuts across age levels.

Super was the first vocational theorist to give recognition to the vocational differences between men and women. Although his descriptions are limited, three of the career patterns he defined for women have particular application in elementary school teaching:

> The stable working career pattern -- following school or college the woman embarks on a career that becomes her life's work. It may originate as a preliminary to marriage, as a stop gap job with perhaps an intention to resume working after a period of full time homemaking, but for one reason or another it becomes a full career occupation.
>
> The double-track career pattern -- the woman completes her education, marries, and continues with a double career of working and homemaking.
>
> The interrupted career pattern -- a sequence of working, homemaking and working is followed. The later working period may be instead of marriage, as in the case of divorce, or along with marriage after children have reached a certain age. The wife returns to a type of position she had previously or she seeks a new type of employment (Super, 1957b, p. 77-78).

Super concluded in 1957 that woman's role as childbearer made her the keystone of the home, placing homemaking as a central feature in her career decisions. Women's attitudes on their roles and career priorities have shown indications of change since 1957. The Occupational Outlook Handbook (1970-71) stated that 1.6 million women in the United States were teachers, a number which was more than twice as high as the second ranked career choice for women, nursing. The literature abounds with research studies on the perception of women and their roles (Bernard, 1964; Schissel, 1968; Baruch, 1968; Zytowski, 1969; Wolfson, 1972). Current research on

the work roles of women may offer additional analysis of women's changing perceptions on their life roles.

The current types of measurement of job satisfaction and needs evolved from the needs and adjustment theories postulated in 1954 by Maslow (1970) and Getzels (1958). A research team at the University of Minnesota, The Work Adjustment Project, formulated a theory in 1964 interrelating an individual's needs, his "satisfactoriness" according to his employer and his satisfactions in his job. The theory has been used to develop tools for predicting and measuring an individual's work adjustment, including the Minnesota Satisfaction Questionnaire (MSQ) and the Minnesota Importance Questionnaire (MIQ). Recent adaptations of these two tests allow the researcher to select from a fifty-eight scale instrument the scales of importance to a particular company or occupation. The scales were found to be technically adequate, most scales meeting or exceeding reliability of .80, satisfaction and needs scales measuring only ten percent common content and validity inferred from the utility of the instrument for measuring employee dissatisfactions and tests of hypotheses derived from the Theory of Work Adjustment (Dawis and Weitzel, 1971).

EXPERIMENTAL DESIGN AND PROCEDURES

The Population

This study was designed to gather information about students participating in a Master of Arts Degree program with majors in Elementary Education at the University of Minnesota. One hundred seventy eight students, 86 percent of the 208 graduate students who were mailed the

questionnaire in February 1972, returned forms which were sufficiently complete to be included in the study. In general, the group which formed the population of this study was a select group of teachers, select in academic ability and select in their interest in teaching. As graduate students they were representative of students who pursue advanced study, usually on a part time basis, while maintaining a full commitment to teaching, to homemaking or to other occupations.

Instrument

The six page questionnaire mailed to the students included a request for personal information, past and present employment data and a projection of future employment aspirations. This part of the questionnaire replicated a study of students who had received Master of Arts Degrees, a study completed in 1971 at the University of Minnesota (Harste, 1971).

The major part of the questionnaire requested responses, using a Likert scale of one to five, to 100 items on satisfaction with present or most current teaching position and 100 corresponding items on needs as indicated by values in an ideal teaching position. Four items in each dimension of the test represented each scale, giving 25 satisfaction scales and 25 matching need scales.

Hypotheses Tested

Mean or proportional differences in demographic data were tested for student populations who intend to complete the Master of Arts Degree, those who do not intend to complete the degree and those who have completed their Master of Arts Degree (1967-1970 graduates in the Harste Study, 1971).

Satisfaction and Need scale discrepancy scores were tested for the first two groups, the questionnaire respondents in the current study. The demographic data and scale score discrepancies of the following subgroups of questionnaire respondents were tested for mean or proportional differences: women and men; single and married women; age levels 25-30, 31-44 and 45 and over.

Statistical Procedures

Descriptive statistical computer programs provided frequency distributions, percentages, means, standard deviations and variances for demographic data. Chi-square tests were run on selected demographic items. A pyschometric computer program provided MSQ and MIQ scale totals for individuals as well as group means, standard deviations, Hoyt reliability coefficients and standard errors of measurement. MIQ and MSQ data omitted by an individual were supplied by using his mode score for the other responses in that scale.

A series of matched pair T-tests compared need and satisfaction scale means for the total group of respondents. Intercorrelations and factor analysis output were obtained for scale comparisons.

FINDINGS AND INTERPRETATIONS

The study arose out of a concern for the increasing pressures upon elementary school teachers to expand curriculum and instructional materials, to individualize instruction and to involve the school in community life. The primary purpose of the study was to survey teachers' attitudes about their needs and satisfactions in their employment.

Analysis of the Total Group of Respondents

Over three-fourths of the respondents lived in Minnesota at the time the questionnaire was mailed in February 1972, and the other 22 percent lived outside the state and in five foreign countries. Eighty-seven percent were women. Over one-third were under thirty years of age and 28 percent were over forty.

Three-fourths of the respondents had taught in elementary schools for more than five years. Sixty-one percent were currently employed as full time elementary education personnel, and approximately 55 percent intended to be employed in that capacity five and ten years from the time of testing.

Table I gives total group MIQ and MSQ scale means, mean differences and probabilities. Twenty-two of the 25 scale mean differences show zero probability of happening by chance. The total group of teachers is less than satisfied to the degree of their expressed needs in most of the scales tested. The tendency to react, however, to satisfaction on the left of the median point (≤ 12 on the 4 to 20 point scale) and to react to importance (need) on the right of the scale (≥ 12 on the 4 to 20 point scale) must be considered. Five of the scales showed need surpassing satisfaction with a four or greater point difference, a distance equal to one-fourth of the total scale range: Dedication of Teachers, Cooperation, Creativity, Supervision-Human Relations and Supervision-Technical.

Table I

Total Group: Differences between MIQ and MSQ Scale Means
N = 178

Scale	MIQ Mean	MIQ SD	MSQ Mean	MSQ SD	Mean Dif.	T Value	P Value
Ability Utilization	16.6	2.56	13.4	3.49	3.2	8.91	.00
Dedication of Teachers	16.7	2.28	12.1	3.18	4.6	10.55	.00
*Advancement	13.4	3.27	11.2	3.34	2.2	5.45	.00
Career Development	13.8	2.79	12.2	2.94	1.6	5.12	.00
Closure	14.9	2.99	12.1	3.37	2.8	7.44	.00
*Compensation (Amount)	14.4	2.80	11.6	4.00	2.8	6.04	.00
Cooperation	16.7	2.58	12.5	3.74	4.2	9.57	.00
Co-workers (Friendliness)	16.0	2.82	13.7	3.52	2.3	6.86	.00
Co-workers (Performance)	15.8	2.93	13.1	3.51	2.7	7.19	.00
Creativity	16.7	2.53	12.1	3.78	4.6	9.81	.00
Independence	13.7	3.15	13.8	2.96	.1	-.63	.53
Individual Identity	14.4	2.81	13.4	3.03	1.0	3.93	.00
Organization Control	15.7	2.55	13.9	3.52	1.8	6.12	.00
Recognition	12.6	3.15	12.1	3.52	.5	1.47	.14
Responsibility	15.3	2.54	13.9	3.14	1.4	5.38	.00
Security	14.3	2.98	12.9	3.44	1.4	4.27	.00
Social Service	16.0	3.07	14.7	2.99	1.3	5.48	.00
Structure	12.2	2.65	12.2	2.40	.0	-.07	.94
*Supervision (Human Relations)	15.8	2.79	11.8	4.33	4.0	8.43	.00
*Supervision (Technical)	16.5	2.55	11.5	4.48	5.0	9.22	.00
Variety	15.0	2.80	13.6	3.16	1.4	5.04	.00
*Work Accomplishment	12.4	2.62	10.8	2.43	1.6	5.20	.00
Work Challenge	16.2	2.70	13.8	3.32	2.4	7.69	.00
Work Involvement	13.8	3.14	12.7	3.22	1.1	3.60	.00
General Factor	17.0	2.41	13.5	3.15	3.5	9.71	.00

* Scales for which scores show ≥ 12 on Importance and ≤ 12 on Satisfaction.

Of special interest are those scales for which the group shows less than average satisfaction, but a greater than average need. A criteria determined by the Work Adjustment Project for the interpretation of discrepancy in mean scores is ≤ 12.0 on Satisfaction with ≥ 12.0 on Importance on the 4 to 20 point scale. Starred items on Table I are those scales which meet this discrepancy criteria: Advancement, Compensation, Supervision-Human Relations, Supervision-Technical and Work Accomplishment. The mean differences of all five starred scales which meet the discrepancy criteria show a zero probability of happening by chance. Table II gives the five highest ranking scales of needs and satisfactions as well as the five lowest ranking scales for both sections of the test.

Table II

Highest and Lowest Mean Scale Scores for MIQ and MSQ Total Group Responses

Minnesota Importance Questionnaire		Minnesota Satisfaction Questionnaire	
Highest		Highest	
Scale	Mean	Scale	Mean
General Factor	17.0	Social Services	14.7
Creativity	16.7	Responsibility	13.9
Cooperation	16.7	Organization Control	13.9
Dedication of Teachers	16.7	Independence	13.8
Ability Utilization	16.6	Work Challenge	13.8
Lowest		Lowest	
Scale	Mean	Scale	Mean
Independence	13.7	Supervision (Human Relations)	11.8
Advancement	13.4	Compensation	11.6
Recognition	12.6	Supervision (Technical)	11.5
Work Accomplishment	12.4	Advancement	11.2
Structure	12.2	Work Accomplishment	10.8

Supervision scales showed the greatest variability of the satisfaction scales, 4.3 and 4.5 with compensation at 4.0. Highest variabilities in need scores were shown in Advancement, Independence, Recognition and Work Involvement (3.1 - 3.3). Twenty-Three of the satisfaction scales and eighteen of the need scales had Hoyt reliability coefficients above .80. The lowest coefficients were in Work Accomplishment, .62 in Satisfaction and .65 in Need.

Five factors were extracted under factor analyses for both the MIQ and MSQ. The first factor for the MIQ appeared to be intrinsic satisfaction utilizing many of the work related scales and accounting for nearly 50 percent of the common variance. The second need factor related to co-workers and supervisors. The other three importance factors seemed to be career orientation, independence and security-structure.

For the MSQ scales, the first factor also appeared to be intrinsic satisfaction and accounted for 50 percent of the common variance. The second scale related to co-workers as a source of satisfaction. Career orientation and independence related scales composed factors three and four. The fifth factor scale for the satisfaction questionnaire utilized the two supervision scales and recognition.

ANALYSIS OF SUBGROUP RESPONSES

Grouping by intent to complete the Master's of Arts Degree, 62 percent of those who did not intend to complete their degree were currently employed as full time or part time elementary education personnel in contrast to 73 percent of those who intended to complete the degree and 77 percent of the

Master of Arts Degree graduates ($.05 < P < .1$). Among the three groups, fewer women than men intended not to complete the degree ($.01 < P < .025$).

Eighty percent of the students who intended to complete the degree (the "Yes" group) lived in the Minneapolis-St. Paul metropolitan area. Forty-three percent of the students who did not intend to complete the Master of Arts degree to which they were admitted at the University of Minnesota (the "No" group), lived outside the metropolitan area. The Master of Arts graduates reported that 63 percent lived in the Minneapolis-St. Paul area but another 23 percent lived outside of the state of Minnesota and 7 percent lived in foreign countries. Residence seemed to be an important factor in the decision to complete a degree program or not to complete it.

Eighty-three percent of the "Yes" group were women and 94 percent of the "No" group were women. Five years in the future, 80 percent of the "Yes" group planned to be teaching full or part time, but the percentages for the "No" group dropped to 56 percent in five years plans.

These two groups were less than satisfied with fours aspect of their current or most recent teaching position (≤ 12) and yet indicated a greater than average need for that aspect (≥ 12): Advancement, Compensation, Supervision-Technical and Work Accomplishment. In addition, the "Yes" group's scores under the discrepancy criteria included Dedication of Teachers, Closure, Creativity, Recognition and Supervision-Human Relations. In many more areas the group who intended to complete their Master of Arts degrees showed a discrepancy between need and satisfaction under this criteria.

GROUPING BY SEX DIFFERENCES

One hundred fifty-four of the participants in the study were women and 24 were men. Sixty percent of the women were currently employed as full time in elementary schools in contrast to 70 percent of the men ($.5 < P < .75$). In five years, 53 percent of the women and 78 percent of the men intended to be employed as full time elementary school personnel ($.025 < P < .05$).

Both groups showed less than average satisfaction but greater than average need on the compensation scale. Men added only one additional scale which met this criteria, Dedication of Teachers, while women added seven: Closure, Creativity, Recognition, Supervision-Human Relations, Supervision-Technical and Work Accomplishment.

GROUPING BY MARITAL STATUS OF WOMEN

Of the 28 single women, 74 percent were currently employed full time in elementary school teaching, but 76 percent intended to be teaching full time in five years and 58 percent in ten years. Of the 126 married women, 57 percent were currently teaching full time, and 48 percent and 50 percent intended to hold that position five and ten years in the future.

Both groups were less than satisfied but had higher than average need for Advancement, Recognition, both Supervision scales and Work Accomplishment. In addition, single women had four other scales which met this criteria: Dedication of Teachers, Closure, Compensation and Creativity.

GROUPING BY AGE LEVELS

Only seven respondents comprised the age group under 25, and they were not included in the age group analysis. The other age groups were 25-29 years (N = 62), 30-44 years (N = 82) and 45 and over (N = 27).

Significantly more teachers in the over 45 age group were currently teaching, 88 percent compared to 48 percent in the age category 25-29 and 62 percent of the 30-44 age group ($.1 < P < .25$). Only about one-third of the youngest teacher group expected to be teaching full time five years from now with another 29 percent planning to teach part time. Thirteen percent of the 30-44 age group were currently full time housewives, but that percentage dropped to 1 percent for five year and ten year projections for employment.

Table III indicates with an X the scales for which the three age groups had less than average satisfaction (≤ 12) and greater than average need (≥ 12).

Table III

AGE GROUPS: MIQ AND MSQ SCALES
MEETING THE DISCREPANCY CRITERIA OF ≥ 12 AND ≤ 12

	Age 25-29 (N=62)	Age 30-44 (N=82)	Age 45 and Over (N=27)
Dedication of Teachers		x	
Advancement	x	x	x
Closure			x
Compensation	x	x	x
Creativity		x	x
Recognition		x	
Structure			x
Supervision (Human Relations)	x	x	
Supervision (Technical)	x	x	
Work Accomplishment	x	x	x

IMPLICATIONS

In no other career field except parenthood do the attitudes of adults as directly affect the attitudes of children as they do in elementary school teaching. Concern for teacher's attitudes must be reflected in the college preparation of teachers, in the school system's plans for the educational program and in society's evaluation of the efforts made to educate children. Career development of nearly two million teachers in the United States has received an increasing amount of research in recent years, but more is needed. Greater discrepancy between the needs and satisfactions of women teachers than men teachers in this study indicates that further analysis of women's perspectives is required.

Implications for Graduate Teacher Education

1. Participants in this study, a selected group of graduate students, indicated that only 61 percent were currently teaching in elementary schools and that only 55 percent expected to be teaching five and ten years from now. Although advanced education in elementary teaching has personal values which extend beyond classroom teaching, graduate schools offering majors in education should question whether their influence is achieving the desired effect upon the schools.
2. If completion of a Master of Arts degree program is expected when the student is admitted to the program, conditions may have to be set which encourage commitment and facilitate completion of

programs. Thirty-eight percent of the participants in this study did not intend to complete the degree to which they were admitted; change of residence seemed to be the dominant factor.

3. If such a low percentage of men (13 percent in this study) are attracted to advanced study of curriculum areas in elementary education, investigations should be conducted to determine causes and possible solutions. Educational administration is a field which attracts more men, and yet teacher dissatisfaction with technical aspects of supervision may indicate that principals have a need for increased competency and influence in curriculum areas.
4. Advanced education reveals new and more effective methods to teach, and yet teachers in this study indicate that they are dissatisfied with their opportunities to be creative in the classroom. Graduate education must provide avenues for setting priorities, effecting policy and changing working conditions if new ideas are to be realized in classroom methods.

Implications for School Administrators and Teachers

1. The total group of teachers indicated that on the average they are satisfied with over half of the aspects of their employment tested in this study: Ability Utilization, the Friendliness of Co-Workers and their Performance, Independence, Individual Identity, Organiation Control, Responsibility, Security, Social Service, Variety, Work Challenge, Work Involvement and General Satisfaction. In the concern for areas of dissatisfaction and needs levels which have not been achieved, one must not overlook the satisfactory aspects of teaching as a career.

2. Work Adjustment Project normative data for teachers (Hamlin, 1966) indicated a much higher satisfaction level for teachers than in the present study; needs levels were comparable. Although there were differences in groups tested and in the level of anonymity which each testing was able to achieve, the satisfaction level of teachers may have been lower in 1972 than it was in 1966. School systems should give priority to this area of evaluation and make teacher satisfaction a significant aspect of their programs.
3. Satisfaction and needs are two of the areas of concern in the Work Adjustment Project theory, but their relationship to satisfactoriness (performance of assigned duties) must be investigated. Caution should be taken to insure the competencies of those who evaluate teacher performance.
4. Most elementary school teachers are married women. If only 50 percent intend to teach full time and another 20 percent hope to find part time teaching employment, the services of a large portion of the most educated teachers will not be utilized in the schools. A more flexible use of staff, rather than one teacher - one classroom, would attract talented teachers to part time service.
5. Teachers' organizations seeking to upgrade working conditions must consider the importance of all the personal needs of individuals in their negotiations with school boards. Although compensation for services ranked in the lowest fifth of the satisfaction scales, supervision (technical), advancement and work accomplishment ranked lower. General job satisfaction, creativity, cooperation of staff

and dedication were areas of greatest need, and compensation ranked in the lower half of all the need scales.

6. Teachers indicated that along with opportunities for creative teaching their greatest discrepancy between need and satisfaction was in the dedication of their fellow teachers to the interests of children. Any professional group must set and promote high standards of competency and dedication through efforts in individual schools, through its professional organizations and through the means it uses to attract its members.

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